DOCUMENT RESUME

ED 474 775 CE 084 701

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TITLE	Life, Work and Learning: Practice in Postmodernity. Routledge International Studies in Philosophy of Education; No. 14.
ISBN	ISBN-0-415-16189-4
PUB DATE	2002-00-00
NOTE	210p.
AVAILABLE FROM	Taylor & Francis Customer Service (Routledge), 10650 Toebben Drive, Independence, KY 41051 ($90). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); e-mail: cserve@routledge-ny.com; Web site: http://www.routledge-ny.com/ .
PUB TYPE	Books (010) -- Opinion Papers (120)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Adult Education; *Adult Learning; Cognitive Processes; Developed Nations; Educational Philosophy; *Educational Practices; *Educational Theories; Evaluative Thinking; *Experiential Learning; Foreign Countries; Holistic Approach; Incidental Learning; Informal Education; Lifelong Learning; *Postmodernism; Theory Practice Relationship; Vocational Education; *Work Experience
IDENTIFIERS	Australia; Tacit Knowing

ABSTRACT

This book argues that adult learning from experiences in paid and unpaid work contexts should be the basis for a new perception of what is truly educative about life. Part I sets out what practice is like in postmodern times. Chapter 1 introduces the argument that 'know how' is important in lifelong learning. Chapter 2 shows organic learning is a manifestation of what it is to be human at work and workplaces can develop structures that advance "whole person" capabilities for purposeful action. Chapter 3 rounds out the concept of know-how by building on organic learning--in particular showing that practical judgement is central to practice in postmodernity. Chapter 4 shows that broader, more socially and culturally sensitive approaches to practice are available in the realm of policy. Part II theorizes practice anew, from an educational perspective, in light of postmodernity. Chapter 5 is an introduction to theories of practice. Chapter 6 begins to conceptualize practice as the successful performance of work by showing the intimate connection of practice with informal learning. Chapter 7 proposes an alternative to the standard paradigm of learning--one inclusive of practice-based informal workplace learning. Chapter 8 explains the authors' claim that they are strategic postmodernists. Chapter 9 clarifies the emerging paradigm of learning based on dissolution of dualisms and a "contiguous" model of vocational preparation by showing how the notion of judgement is at its heart. Appendixes include a 235-item bibliography and index. (YLB)

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